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BOOK 14

Tommy the Bullfighter



Tommy Tales

Guide for Teachers and Parents

Book 14: Tommy the Bullfighter

This is the fourteenth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be "published" every month. *Tommy the Bullfighter* is the second of a two-part story.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Guide for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

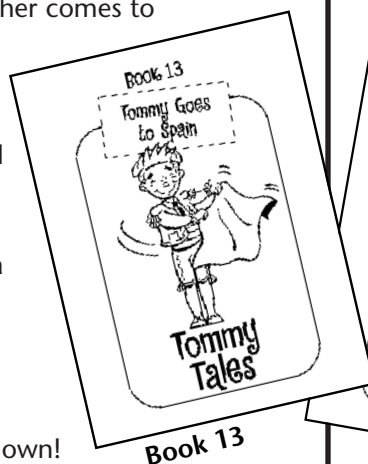
Before starting to read *Tommy the Bullfighter*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin your planning for the year, depend on the **Learning Page** and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets**, supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

In the last Tommy Tales adventure (the first part of a two-part series), Andy's grandfather comes to town and shares his bullfighting poster with Tommy and his friends. The group is curious about the language that Andy and his grandfather speak, so RK-5 transports the children to Spain. They discover a calf named Isabela who is upset because some men took away her father. In trying to help Isabela, Tommy finds himself in the middle of a bullfight, trying to save the bull's life as well as his own!



Book 13



Book 12

Preparing for Reading

The last **Tommy Tales** story was the first part of a two-part adventure that ends with *Tommy the Bullfighter*. *Tommy Goes to Spain* ended with Tommy in a bullfighting ring staring face to face with a bull. Before the first reading of *Tommy the Bullfighter*, ask students to share any speculations they might have about how Tommy might get out of his predicament.

Reading Guide

You may structure the reading time for this story in many ways. Here are just two ideas:

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you can begin questioning for comprehension and work on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: *Tommy the Bullfighter*. You could also write it on the board. Read the first two pages of the story.

Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

Life's Many Surprises

Tommy was in a bullring, about to be charged by a bull. How did he find himself in that predicament?

Ask students whether they've ever asked themselves the question, "How did I get here?" This question can arise in both happy and challenging situations, such as:

- a vacation site that is absolutely breathtaking
- an adventure in the woods that turned into a close encounter with a strange critter
- a little disagreement with a family member or friend that grew out of control

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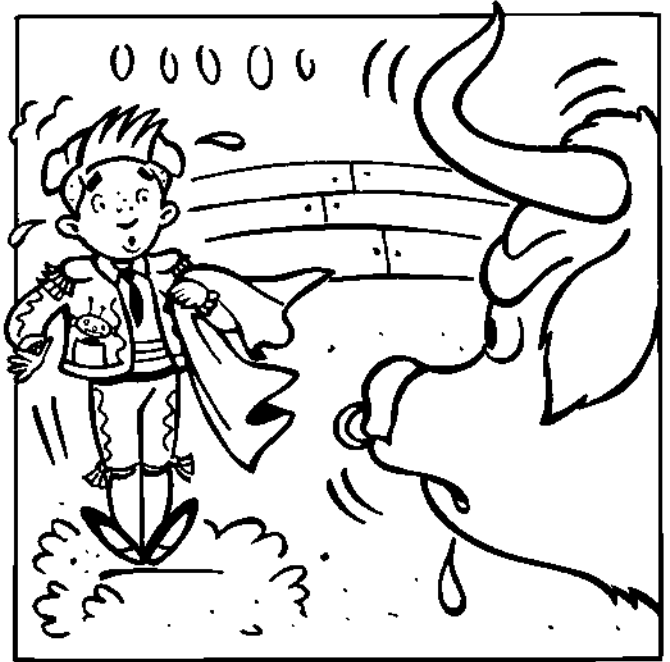
Tommy was in Spain, in a bullring.

A big, black bull was about to charge him.

Tommy's robot friend, RK-5, was in his pocket.

"What can I do?" cried Tommy.

"Don't worry," said RK-5. "I can talk to the bull. I speak his language."



- meeting someone new who turns out to be a wonderful friend or teacher
- something "bad" happening that ultimately turns out to be good or have a happy ending

You can use this as an opportunity to talk with students about how life is filled with both happy events and difficult ones. It's impossible to ward off the difficult events or to control life enough to prevent them from happening. The best we can do is to use each experience in our lives to grow and to learn more about ourselves and the world around us. Oftentimes, difficult experiences can teach us valuable lessons about the following:

- **compassion**—how to put ourselves in other people's shoes and extend kindness to them; also, how to extend that same kindness toward ourselves when we are in pain
- **communication**—how to ask for and/or offer help
- **acceptance**—how to learn to be at peace with our lives

"Don't charge us," RK-5 said to the bull, in language he would understand. "We are friends. Your daughter, Isabela, sent us here to help you. I have a plan."

RK-5 quickly explained his plan to the bull. Seconds later, the bull put his head down and charged at Tommy.

Tommy waved his red cape, and the bull ran right past him at full speed.

"What did you say to that crazy bull?" Tommy screamed at RK-5. "He's trying to kill me!"



Animal Defenses

Isabella's father has become very aggressive and is about to charge Tommy! He is a very intimidating bull. This is only because he thinks he is being attacked, and he is defending himself in the best way he knows.

Almost every animal has at least one way to defend itself against predators and other potential enemies. Bulls and other horned animals, such as deer, antelopes, bison, and rhinoceroses, can charge enemies with their horns when they feel threatened. Tusked animals, such as elephants, wild boars, and walruses, can use their tusks to defend themselves. These are effective ways to ward off potential danger. Other animals may bite or scratch, and some have even more unique defenses against threats.

Teach students that bulls and other potentially aggressive animals are not trying to be mean or cruel. Animals only behave violently in order to survive. If an animal is behaving aggressively toward a human being, it probably just feels threatened. Very strong instincts are telling it to fight or run to avoid harm. Even people have these instincts, which can sometimes save our lives.

Extension Explain to students that wild animals are not used to human contact, so they are more likely to be afraid of us than domesticated animals. This is why it is not safe to own a pet that is not domesticated. (To further explore domestication, see page 9 of book 13, the first part of this **Tommy Tales** adventure.)

Weird Animal Defenses

Sea

Squids, octopuses, and cuttlefish squirt ink into the water in order to blind or confuse predators.

Land

Wolverines, skunks, stinkbugs, and minks are some animals that use their odor as a defense mechanism. Who wants to eat something that smells like last month's garbage?

Desert

Horned lizards can squirt blood from their eyes at enemies.

ABCs

Use **Fun Sheet 019** to give students practice with putting words in alphabetical order. Twenty-two words from *Tommy the Bullfighter* are listed, and the task is to number them in alphabetical order. This Fun Sheet and many others help to strengthen students' language skills.

Notes

Put the following words from *Tommy the Bullfighter* in ABC order, using the numbers 1-22.

Spain	mayor
_____ black	_____ pocket
_____ friend	_____ village
_____ speak	_____ wish
alan	thank
_____ speed	_____ showered
_____ crazy	_____ daughter
_____ pretend	_____ former
_____ snorting	_____ wandered
_____ cheered	_____ celebrate
_____ crowd	_____ photographs

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Fun Sheet 019

Words to Watch

These words from the story may be new or unfamiliar to students, or might present a spelling challenge. Use them for a spelling test to be given sometime after you have introduced the story.

1. charge (p. 2)
2. performance (p. 5)
3. translated (p. 6)
4. unusual (p. 7)
5. straight (p. 8)
6. honor (p. 9)
7. eventually (p. 10)
8. explained (p. 10)
9. traditional (p. 11)
10. delicious (p. 14)

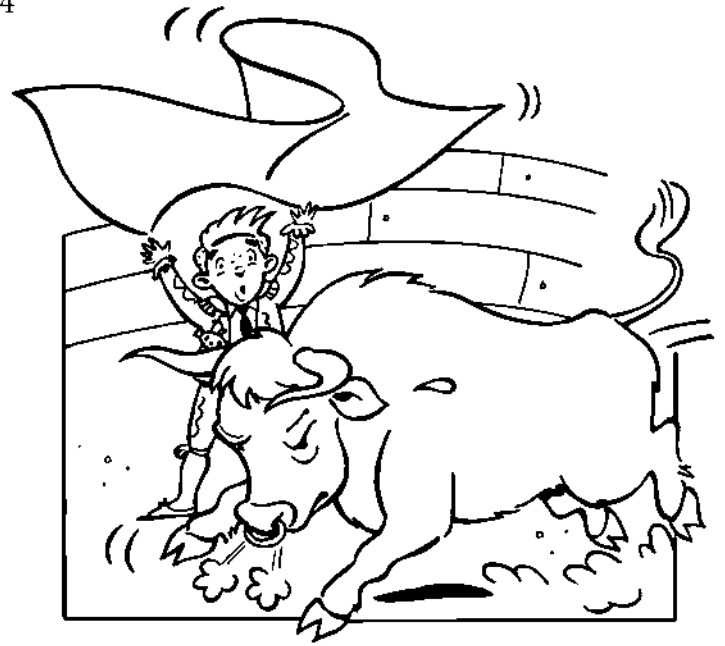
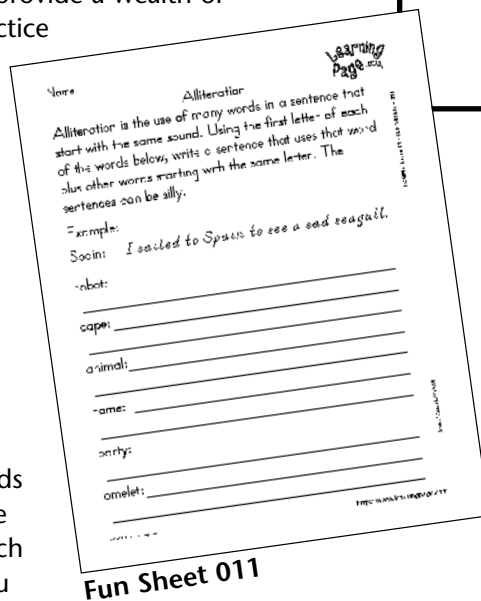
Write the words on the board and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to reread the sentences in the story where the words appear to make sure they choose and write the correct definition.

At a later time, have students read the definitions they chose for each word. Then have them write a sentence using each word.

Language Skills

The teaching materials that accompany every **Tommy Tales** story provide a wealth of opportunities to practice language skills.

One of the more fun activities associated with this **Tommy Tales** story is an alliteration exercise on **Fun Sheet 011**. Students can create silly or serious sentences using words starting with the same letter. Words are provided that are to be included in each of the sentences. You can extend this exercise by providing additional words, including students' names, countries other than Spain, animals, or anything else you or your students can think of!

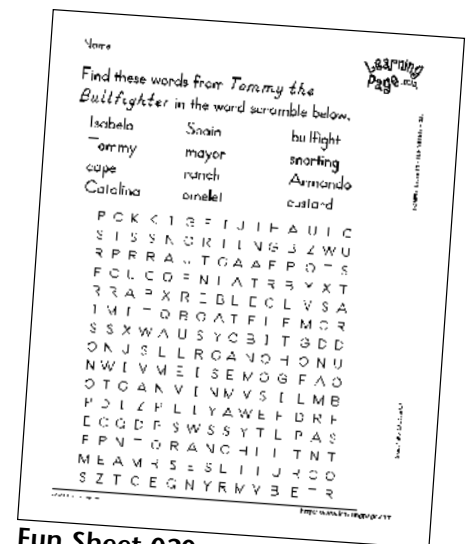


"No, he's not," replied RK-5. "I told him to pretend to charge you. He won't hurt you. He's going to make you look like a great bullfighter."

The snorting bull turned and charged again. This time the bull came so close that he brushed against Tommy's side. The crowd cheered loudly, and Tommy bowed to the crowd.

Word Find

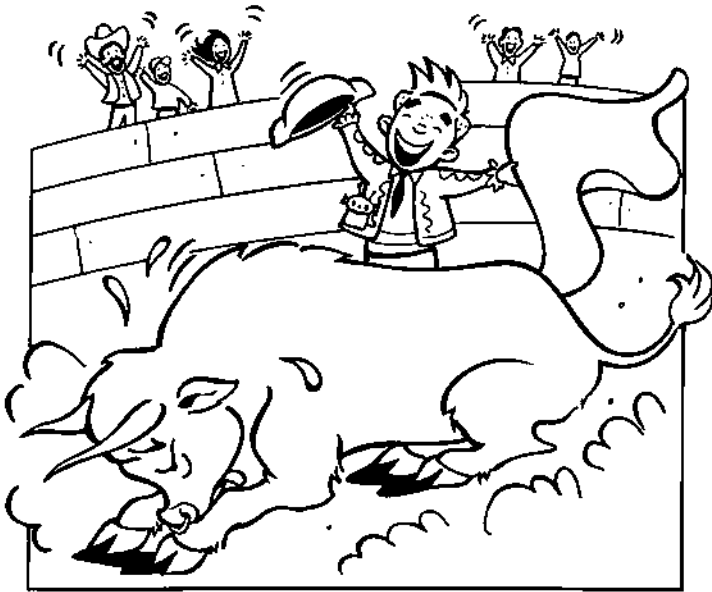
Use **Fun Sheet 020** to give students practice in doing a word search. This task can strengthen their spelling skills as well as their visual and spatial skills.



The bull charged three more times. Each time Tommy waved his red cape at the bull. Each time the crowd cheered louder.

The bull charged again. This time, the huge animal stepped in front of Tommy and fell to the ground.

The crowd went wild. They had never, ever seen such a great performance from such a young bullfighter.



A Believable Performance

Tommy and the raging bull are putting on a performance. They want to trick the audience into believing that there is a real battle going on. Most performers in plays, operas, ballets, and movies also want to trick audiences, but not to deceive them. Use this part of the story to introduce some things about performance art to your students. One of the biggest challenges a performer faces is convincing an audience that the story being told is real. If the performance is unrealistic, it can ruin the audience's experience (as well as the performer's reputation!).

Actors use many devices to make a performance believable. They use makeup and costumes to look like the characters they are playing; they memorize and rehearse lines until the words sound spontaneous, rather than scripted; they change their voices to sound like their characters; and they even adopt accents from other countries. Most importantly, the performer must be "transported" into the story. If an actor doesn't believe that he or she is really in a story, how can an audience believe it?

Sometimes, an actor "breaks down the fourth wall." This is a fancy phrase that means the actor has brought the audience into the story. This is done by talking to, looking at, walking into, or acknowledging the audience in some way.

Put on your own Tommy Tales play!

Have students draw roles from a hat. Include a narrator, Tommy, Andy, Andy's grandfather, Sam, Lucy, Kim, RK-5, Isabela, Isabela's father, Mr. and Mrs. Castro, Catalina, and Armando. While the narrator reads each page of the story, the actors can act out the story.

Versatility with feelings can help students create more believable performances. See **Fun Sheet 017** (at left) for learning about feelings.

Your **Tommy Tales** play can be fairly spontaneous, or it can be a planned event, even one to invite family members to attend. If you make it a more planned and rehearsed event, you and your students may want to think about sets, costumes, music, and even some authentic Spanish fried custard squares as a post-performance snack.

Feelings

Use **Fun Sheet 017** to help students be more aware of their emotions and expand their emotions vocabulary. You may want to refer back to page 11 of the Teaching Guide for **Tommy Tales Book 11, Tommy Goes to the Caribbean**, for ideas on expanding students' feelings vocabulary.

Being comfortable with feelings helps students (and adults) better adapt to life's ups and downs in healthy ways.

Fun Sheet 017

Read each statement. Then write how you would feel if this happened to you. Circle one or more of the feelings listed at the bottom of this page. You can also write other "feeling" words that you know.

1. A big, black bull is about to charge you. _____
2. RK-5 just told you the bull is not trying to kill you. _____
3. The crowd cheers loudly, and you bow. _____
4. You are Mr. Castro, and your bull and calf ran away. _____
5. You are Isabela, and you have just been reunited with your father. _____

sad	happy	scared	angry
nervous	excited	proud	relieved

Granting Wishes

The mayor said he would give Tommy whatever he wanted. How many of us, children and adults alike, dream of someone granting us wishes like the mayor did for Tommy?

Initiate a discussion with students about the kinds of things they wish for. As you hear the wishes of your students, distinguish between various categories of wishes:

- Wishes for something they'd like to own, like a new toy or piece of cool clothing
- Wishes for health, safety, or happiness for themselves or a loved one
- Wishes for their future, such as to be able to go to college so they can pursue an interest or passion (e.g., to go to art school or medical school)
- Wishes for global things such as world peace or an end to hunger

You can then talk with students about what they can do to achieve their wishes and dreams. Having what they want in their lives isn't simply a matter of a benevolent person magically granting them their wish; it's also about taking whatever steps are appropriate to building toward a dream.

Teaching students about practical steps they can take to achieve their dreams will serve them all their lives.

Horns and Antlers

The bull that was charging Tommy had long, sharp horns. Ask students whether they know the difference between horns and antlers. Then ask if they know some animals that have horns and some that have antlers.

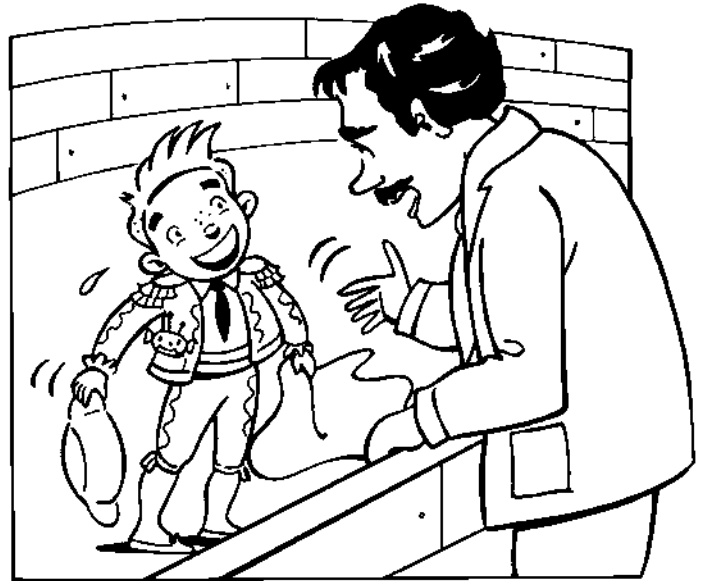
Antlers are made of bone; they are shed and regrown each year. Horns, on the other hand, are made of a bony core covered by keratin (the material in fingernails) and are grown for life. Horns grow continuously, like fingernails and like the hooves of horses and other hooved mammals.

6

A man in the front row stood and spoke to Tommy. Hidden in Tommy's pocket, RK-5 quietly translated from Spanish.

"He is the mayor of the village. He said that you are the best young bullfighter he has ever seen. He said he will give you whatever you want."

With RK-5's help, Tommy told the mayor that all he wanted was for the bull to be set free. The bull put up such a brave fight.



Antlers are found in most species of deer. They grow from the frontal bones of the skull. In most kinds of deer, only the males have antlers. Exceptions are caribou and their domestic counterpart, the reindeer. Neither male nor female Chinese water deer have antlers.

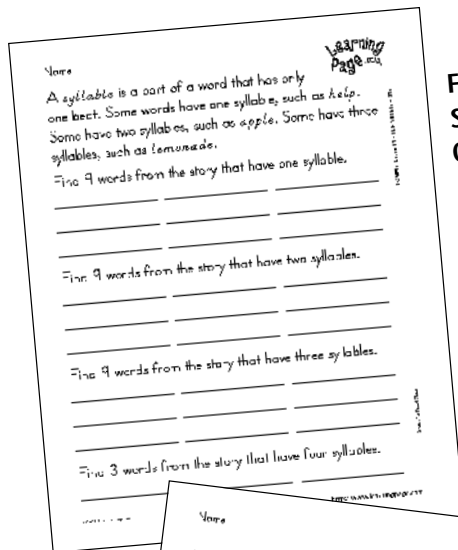
Antlers begin growing in the spring as bumps covered by skin, called "velvet," that is rich in blood vessels and nerves. When the antlers reach full size, the velvet dies and is rubbed off. The antlers are used in combat by males during the breeding season, and drop off afterwards. Some species of deer have antlers that are simple spikes. Others have enormous, branched antlers.

All bovids (cattle and their relatives) have horns. Males always have horns, and sometimes females do as well. Horns, like antlers, can vary from simple spikes to elaborate structures. However, unlike antlers, horns never have branches.

More Language Skills

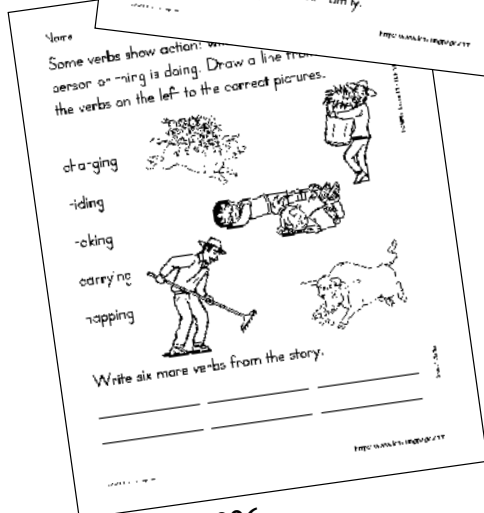
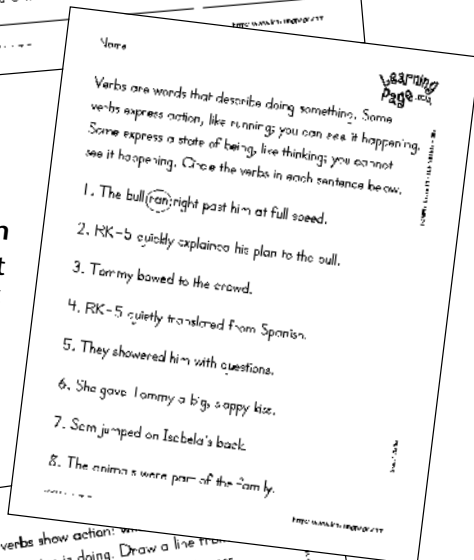
Some of the **Fun Sheets** associated with *Tommy the Bullfighter* are designed to strengthen students' language skills. Here are some of them:

- **Fun Sheet 015** for practice with syllables
- **Fun Sheet 005** and **006** for practice with verbs



Fun Sheet 015

Fun Sheet 005



Fun Sheet 006

8

Tommy's friends were waiting for him outside. They showered him with questions. They didn't know that the bull had let Tommy win the bullfight.

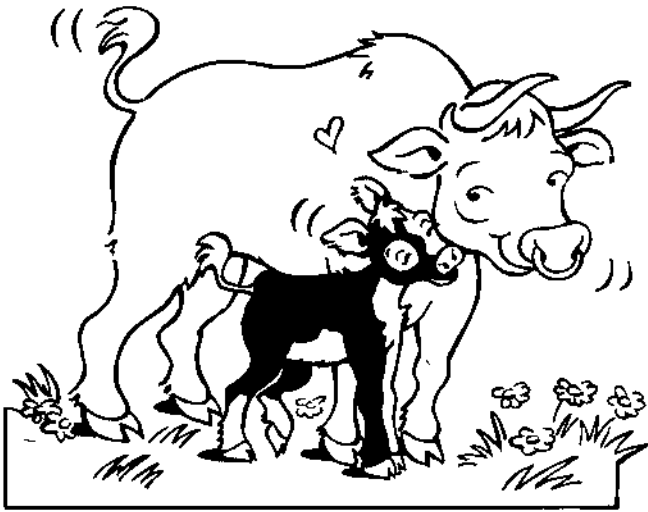
The bull invited all the friends to ride on his back. When they were all seated comfortably, the bull ran down the road. He was headed straight for the field where his daughter was waiting.



Midway Comprehension Check

Pages 8-9

- How did Tommy end up face to face with a bull in a bullring? (Answering this question requires remembering the previous story, *Tommy Goes to Spain*.)
- How did the bull know to charge Tommy without trying to hurt him?
- Why did the crowd cheer so enthusiastically?
- Why did the mayor grant Tommy a wish?
- Why did Tommy want the bull set free?



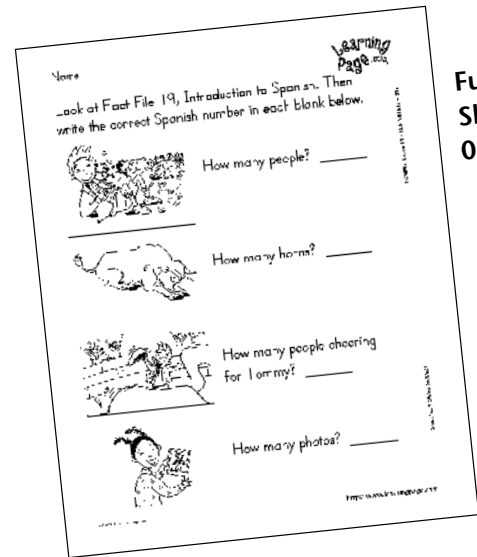
Isabela was very excited to see her father. After the bull told her the story, she was so happy that she gave Tommy a big, sloppy kiss.

"They want to take you all to their home. They insist on having a party in your honor," RK-5 told Tommy.

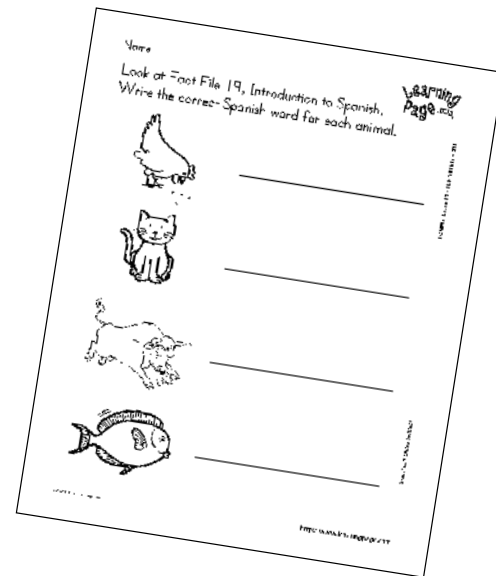
Sam jumped on Isabela's back, and the others rode on the bull. The children were looking forward to the party at the home of Isabela and her father.

More Practice with Spanish

Several Fun Sheets for Tommy Tales Book 13, *Tommy Goes to Spain*, gave students practice with learning simple Spanish words, including numbers and animal names. Students can practice more with **Fun Sheets 013** and **014** for the current story, *Tommy the Bullfighter*. **Fun Sheet 013** gives students additional practice with numbers, and **Fun Sheet 014** lets students practice with other animal names. You may want to direct students to **Tommy Tales Fact File 20** to refresh their memory on these Spanish words.



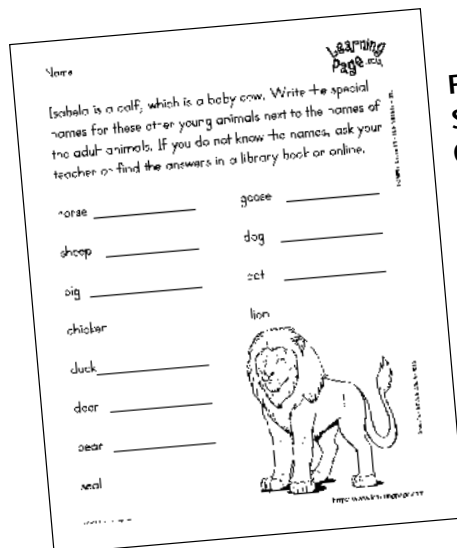
Fun Sheet 013



Fun Sheet 014

Baby Animals

Use **Fun Sheet 016** to teach students the names of various kinds of baby animals. You can extend this teaching session by also teaching the names of adult females and males of various species, such as horse (mare, stallion), sheep (ewe, ram), and deer (ewe, buck).



Fun Sheet 016

Names in Many Languages

Isabela and her father live with a man named Pedro Castro. Pedro Castro is a Spanish name, but the name exists in other languages in different forms. You can use this example to teach students about how proper names vary in different languages. Most names have an equivalent in at least one other language. The name Pedro can be translated into many languages. (See the chart below.)

Many common names, like Peter, John, Mary, and Anne have equivalents and can be translated into several different languages. Other names might only be found in a few languages. Almost all names have meanings, and there are people who study the origins of names as a hobby or even as a full-time job. The study of names is called onomastics.

Portuguese is a language very close to Spanish. Some names are the same in Spanish and Portuguese. Sometimes, languages are so similar to each other that people who speak one language can understand the other, even if they cannot speak the language themselves.

Extension Expand on the concept of name origins by having your students look up their first and last names at the library or on the Internet. They can also look up the names of family members.

Extension Have students look at a Web site or a library book of baby names to learn the meanings of some of the more common and uncommon names.

10

They traveled though the fields for about half an hour. Eventually, they came to a small ranch. There were several barns and sheds. At the end of a lush green lawn was a beautiful white ranch house with a red tiled roof. A farmer and his wife were working in the yard. Their children were playing on the lawn.

The farmer said his name was Pedro Castro.

Tommy shook hands with Mr. and Mrs. Castro and explained to them what had happened at the bullfight.



Names in Various Languages

English	Peter	John	Mary	Anne
Spanish	Pedro	Juan	Maria	Ana
Portuguese	Pedro	Juan	Maria	Ana
Italian	Piero/Pietro	Giovanni	Maria	Anna
French	Pierre	Jean/Jan	Marie	Anna/Ania
Gaelic	Peadar	Seán	Maire	Aine
Russian	Pyotr	Ivan	Marie/Mariia	Ana



Mr. Castro told the children that Isabela had wandered off the day before. Her father went to look for her and neither one had been seen since.

The Castro family was so glad to have Isabela and her father back. The animals were part of the family. Isabela's mother was also happy to have them back.

"Now, let's celebrate. We'll make a traditional Spanish meal—the best food you have ever tasted," said Mrs. Castro.

Lost and Found

Isabela was lost, but luckily she was found and able to return home to her family. If she had told her family where she was going, this would not have happened. This is a good time to teach your students about ways that they can stay safe and get found if they are ever lost. Here is a checklist of things that teachers and parents can review with children regularly to reduce the risk of a child getting lost.

- **Tell your guardian where you are going.**

If people know where a child is, it will be much easier to find her or him.

- **Know your facts.**

Children should be prepared. If they know how to stay safe and get help, it will be much easier to get them back where they belong. Be sure they know their full name, their parents' full names, their phone number, and their address. Children should also learn how to use a public telephone to call home, an operator, or the police.

- **Stay put.**

Children should know not to stray far from a public location where they last saw the adult responsible for them. In a shopping center or other public place, children should stay inside and go to the check-out line or information center. If children are outside when they become lost, they should go to the nearest store or public area and go to the front of the line or information center.

- **Do not be afraid to yell if in danger.**

If a child is being taken by a stranger, he or she should yell, "Stranger!" or "I don't know you!" to alert passersby that he or she is being abducted. It is useful to provide children with practice, even with role playing, as some children are timid and need training to be able to speak out.

- **Have a plan.**

On every outing, children and their guardians should have a plan in case of separation. The plan should include deciding on a place to meet, reviewing safety information, and staying together to reduce the likelihood of getting lost.

As a teacher, you can help inform children by going over this information regularly. You can even make up games or quizzes to make sure that children know their phone numbers and addresses.

More Language Skills

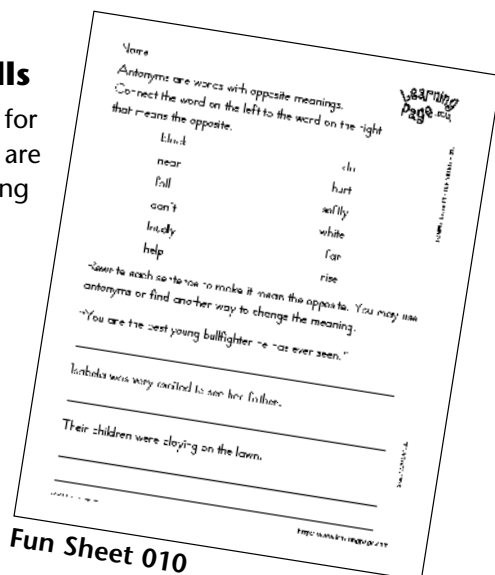
Here are more **Fun Sheets** for *Tommy the Bullfighter* that are geared toward strengthening students' language skills.

- **Fun Sheet 009**

for practice with synonyms

- **Fun Sheet 010**

for practice with antonyms



Lifestyles

Use **Fun Sheet 012** to encourage students to imagine what life on a ranch might be like. If any of your students actually live on a ranch, this might be a good opportunity for other students to learn more about life on a ranch from an insider's point of view.

Extension You can use this as a jumping-off point to teach students about a wide variety of lifestyles. Ask students what they know about any of the following. You can ask who lives that kind of life, and if students know anyone personally who has that lifestyle.

- Life on a ship
- Life in a big city
- Life in a small town
- Life in a foreign country

Ask students to come up with other options, and/or provide your own. You might also include in this discussion other lifestyle options that are less tied to location, such as:

- Being a vegetarian
- Choosing to remain single as an adult
- Choosing a life without children
- Choosing a lifestyle with few possessions

This discussion can be an opportunity to correct some myths that students might believe, as well as to learn more about the reality of various lifestyles. Teach students about the wide variety of ways people live, things they own, and activities they enjoy. Stress that there are many, many viable options for their own lives.

Fun Sheet 012

Imagine that you lived on a ranch (or maybe you really do!). Write three things that you would like about your life. Then write three things that you would not like about your life.

If I lived on a ranch, I would like:

1. _____
2. _____
3. _____

If I lived on a ranch, I would not like:

1. _____
2. _____
3. _____

Fun Sheet 012

12

While the meal was being prepared, Tommy and his friends played with the son and daughter of Mr. and Mrs. Castro. The boy's name was Armando, and his sister was called Catalina.

Lucy took lots of photographs. She gave copies of the photos to Armando and Catalina.

All of the children ran to the large wooden table when they heard Mrs. Castro call.



Polaroids

If Sam just took pictures, how can she give them to Armando and Catalina right away? Sam can do this because she is using a Polaroid camera, which develops photos instantly. The first Polaroid camera was built by Edwin Herbert Land in 1947.

Ask students what kinds of cameras they are familiar with. If you have access to various kinds of cameras, you can have a Photo Day with students to teach them a little about how various cameras work and the kinds of images each one produces. In addition to Polaroids, you can teach students about:

- Film cameras, where film needs to be developed
- Digital cameras, which use no film
- Video cameras, which capture moving images



Lunch was ready, and it looked delicious.

There were fresh fruit and vegetables, fish dishes, and meat dishes. Tommy's favorite was a rice dish called paella.

Kim loved the omelet. It was like no omelet she had ever tasted before.

The farmer's wife brought out a huge plate of fried custard squares for dessert.

"I'm glad I left room for dessert," said Sam.

"These custard squares taste so good."

Spanish Food

Tommy and his friends are having a real Spanish meal. Explain to your students that learning about other cultures is important, and that food is a great example of cultural uniqueness that everyone can relate to. Explain that food in Spain is in some ways different from food in other parts of the world. Different spices are used in different ways to flavor dishes. Paprika, saffron, and cayenne are three spices commonly used in Spanish cuisine. Pimentón, or spice mixtures, can be added to make a dish sweet or hot.

Did You Know?

The spices used in traditional Spanish cuisine can be found almost anywhere in the world, but their flavor will vary depending upon the region and climate where the spices are grown. To experience a true Spanish dish, it is best to go to Spain.

PAELLA (serves 6)

- 1/3 cup olive oil
- 1 small onion, minced
- 2 1/2 cloves garlic, crushed
- 3–4 tbsp. minced fresh parsley
- 1 large pinch saffron
- 2 tbsp. chicken bouillon
- 3 skinless chicken breasts, cut in large chunks
- 2 green peppers, sliced
- 1 red pepper, sliced
- 8 oz. tomato sauce
- 1 tsp. sugar
- 4 cups rice
- 7 cups water
- salt
- 1/2–1 lb. shrimp (leave shell on)
- 1 lb. scallops

Sauté onion, garlic, and parsley in olive oil. Add saffron, chicken bouillon, chicken, and peppers. Sauté until chicken is cooked. Add tomato sauce and sugar. Add rice and water, and bring to a boil. Salt to taste. Boil 5 minutes, stirring occasionally. Add shrimp and scallops, and boil an additional 5 minutes, stirring occasionally. Cover and simmer 10 minutes. If the rice appears to be getting too dry during the last 10 minutes, add water.

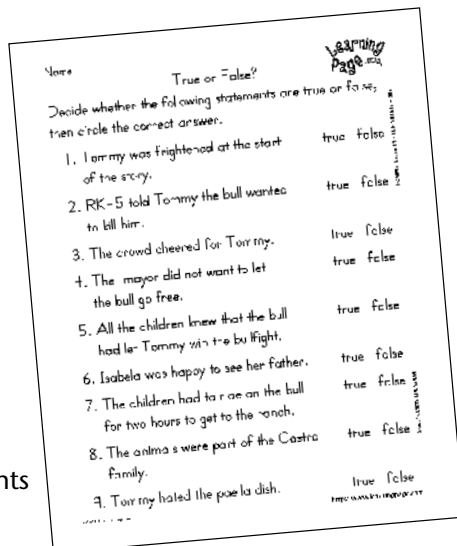
This and other Spanish recipes are available at: www.xmission.com/~dderhak/recipes.html

Comprehension

Several **Fun Sheets** contain questioning strategies to aid students' understanding of *Tommy the Bullfighter*.

Fun Sheets 001 and 002 test students' comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

Fun Sheet 003 asks students to use their imagination in answering questions related to the story.



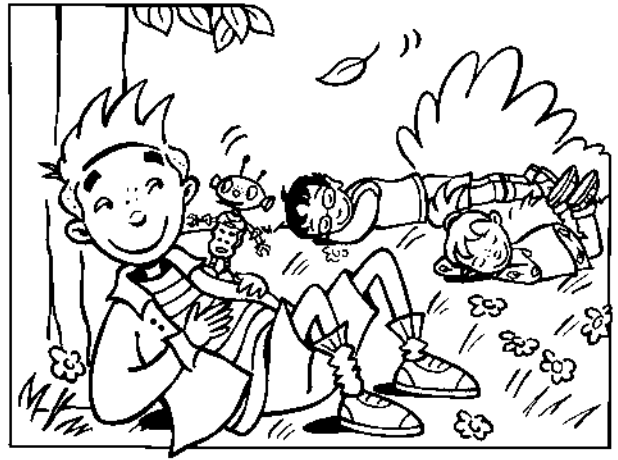
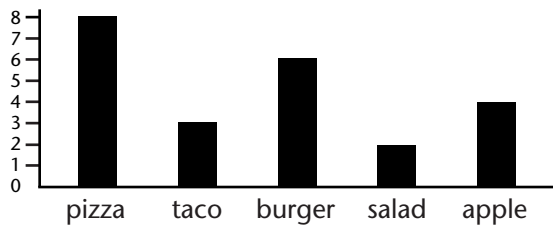
Fun Sheet 002

Food

This **Tommy Tales** story provides a good opportunity to teach your students some common Spanish names for foods that have been imported into English-speaking cultures. Tacos, enchiladas, burritos, tamales, and chile are just some of these foods. Other words have been changed; for instance, *salsa* is a Spanish word that means *sauce*. It can be any type of sauce that is used on food, but in American English, we have changed the meaning to describe a spicy tomato-based sauce. Food is just one example of the many ways in which we have borrowed from the Spanish-speaking world.

Some parts of the world (or parts of your country) are more familiar with Spanish/Mexican food than other places. If your students are not familiar with this kind of food, you can have a special Spanish/Mexican Culture Day when you introduce foods as well as other cultural features, such as music, geography, and traditional dress.

Extension Take a survey to find out which foods are the most popular in your class. You can use the results to teach your students how to construct a bar graph.



After the meal, all the children sat under a big tree. Armando and Catalina were teaching them the Spanish words for the food they had just eaten.

The children were feeling very happy. They were full after the delicious meal. It was warm and pleasant under the shady tree. One by one, everyone fell asleep.

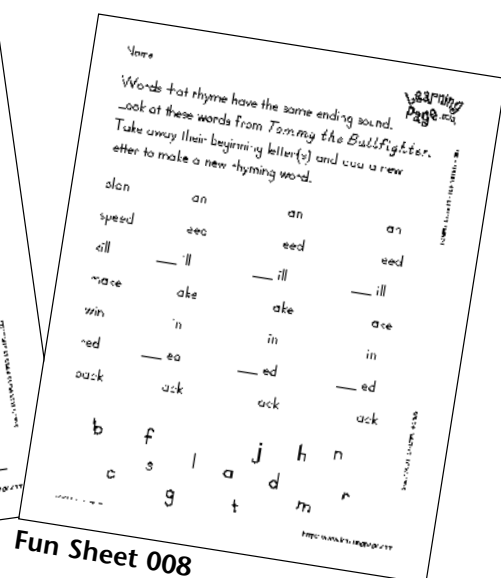
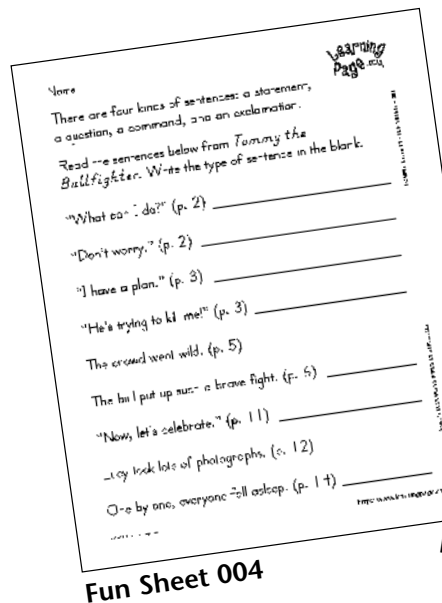
After twenty minutes, RK-5 buzzed in Tommy's ear, "Time to go. Time to go."

Tommy woke up his friends. They all said goodbye to their Spanish hosts, including Isabela and her dad, the bull.

More Language Skills

Here are more **Fun Sheets** for *Tommy the Bullfighter* that are geared toward strengthening students' language skills.

- **Fun Sheet 004** for practice with kinds of sentences
- **Fun Sheet 008** for practice with rhyming words



The children walked to a field of sunflowers just out of view of the farmhouse.

Tommy pressed the buttons on RK-5's pad, and in a flash, they were back at the park.

Andy still had the bullfighting poster his grandfather had given him. He unrolled it and said, "It's a pity we don't have a poster of Tommy fighting the bull."

"We may not have a poster," said Lucy, "but we do have these photographs of the brave little bullfighter."



Write a Letter to a Tommy Tales Character

After reading *Tommy the Bullfighter*, have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please e-mail the letters to editor1@learningpage.com.

Dear Mr. Bull,
I am very glad that Tommy rescued you from the bullring.
I hate it that some people think killing bulls is entertainment. I think playing soccer is much better entertainment.
Your friend, Matt

Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal to us aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the fourteenth book in the **Tommy Tales** series. Ask, "How do you like it so far?"

Ask students to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

